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December 28, 1931

JOURNAL OF EDUCATION

The National School Weekly

BOSTON 10¢ A COPY

VOL. CXIV, NO. 20 BY THE YEAR, $3.00

In This Issue

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W. C. McGINNIS

Taking Discipline for Granted
FRANCES MARIETTA HUNT

Belmont Believes in Playgrounds
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Transplanted ROBERT CLARK

Thirty Ways to Improve Teaching
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This Question of Correlation
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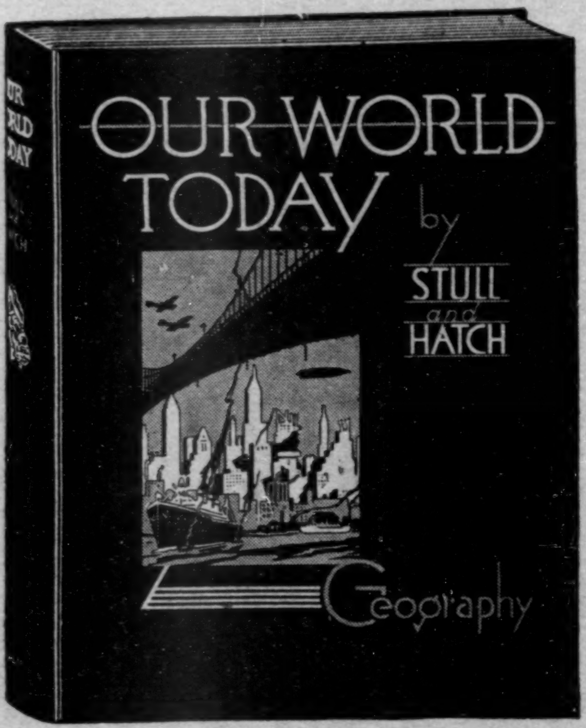
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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Dr. Broome's Meeting

PRESIDENT EDWIN C. BROOME and Secretary S. D. Shankland have matured plans for the Washington meeting of February 20-25. There will be a welcome such as has never been known before. It is worth a visit to Washington from anywhere for any school superintendent or other educator to see the National Education Association's headquarters, created by and for the teachers of America without a dollar of tax money—local, state, or Federal—and without a dime from any Foundation, willed-estate, or gift of a millionaire.

There is no more efficient business equipment or more expert and scientific management in any bank, insurance company or mercantile establishment than the teachers of America own and manage in Washington.

This will be the first time that most of those in attendance have seen their luxurious possession.

This will be the first time that any national meeting in Washington has felt the effect of the spirit of absolute tolerance of everybody in everything in education under the leadership of the National Education Association and the Office of Education.

Prepare to enjoy this meeting as you have never enjoyed any other any time or anywhere.

A Five-Year Plan

THE feature of the Russian situation which appeals to us most impressively is the faith of the Russian leaders that their problems can be solved by education in five years.

Mr. Gott, a prominent Boston civil engineer, who spent fifteen years in various parts of Russia as a business man, says that the Russians are so susceptible to social and neighborhood influences that they think that if they can permeate their people, especially their children and youth, with a great idea for five years they will absolutely dominate limitless millions, civically, socially, and economically.

This crisis of civilization will have had five years of dominance of education in the creation of education for tolerance and relief of taxation, and unwittingly, but uniformly and universally, it may rescue civilization everywhere for everybody in all countries on all continents. So mote it be.

State Commissioner Graves

DR. FRANK PIERREPONT GRAVES, State Commissioner of New York, has the greatest official administrative responsibility any person has ever had.

A section of the Education Law of New York State provides that: "The Commissioner of Education's decision in case of appeals, petitions or proceedings shall be final, and not subject to petition or review in any place or court whatever."

In a state with as many cities, as many interests, and as many lawyers as there are in New York this places responsibility upon the commissioner that tests official ability and courage such as few men could meet.

Dr. Graves has never hesitated to assume full responsibility. Since June, 1931, the Buffalo city board of education has had an important legal issue which was appealed to Commissioner Graves. It was a question of financial importance. Commissioner Graves took adequate time for legal advice and personal judgment, and decided heroically. There was, of course, no possible future consideration of the question at issue after Dr. Graves rendered his decision.

Commissioner Graves announces that he will at once, because of a petition from New York City, inaugurate an investigation of the city school system with particular reference to the efficiency of teaching methods and the administrative supervisory policy of the Board of Education, the Board of Superintendents and the Board of Examiners.

The world crisis has brought into violent reaction all of the inherited prejudices of the ages.

Los Angeles School Forestry

ONE of the fascinating activities of the Los Angeles schools is its forestry interests which have been in action for six years. The School Board has a lease of 250 acres in the Clear Creek area on which has been established a nursery centre and a dormitory centre for overnight accommodation of school boys when they work there.

Seed gathering interests boys from July to December. They gather all native seeds needed, and have enough to exchange for other desired seeds.

They usually have in the nursery 3,000 nurslings, 3,000 yearlings, 1,500 native hardwoods (two-year-old), in seed beds, and more than 8,000 in potted stock. Most of the latter, pines and cedars.

Important as this is for the education of the boys, it is well worthwhile for its interest to various adult clubs, societies, and other community interests.

American education magnifies science famously. It has not only made psychology scientific, but it initiates children in the technique and spirit of science from the first grade onward and upward.

Permanency of Change

DR. CHARLES H. MAYO, one of the famous surgeons of Rochester, Minnesota, assumes to solve the problems of the world crisis through the public schools. This is one of the interesting presentments of the season.

The best sentence in 4,000 words is this: "Today the only thing that is permanent is change."

Dr. Mayo's recent address in St. Paul was brilliantly fascinating, and has received more newspaper attention nationally than anything that has been said on education in many a day.

Anti-Cigarette Crusade

SUPERINTENDENT J. R. COUGILL, Chariton, Iowa, has taken an heroic attitude in the anti-cigarette crusade.

He cancels school subscriptions to a popular publication on the ground that it carries an advertisement that is calamitously untrue in its claims for the use of cigarettes.

This is likely to promote anti-cigarette sentiment far beyond the past emphasis upon the physical and social influence of the use of cigarettes.

Dr. Jordan of Minneapolis

DR. CHARLES M. JORDAN, for twenty-two years superintendent of Minneapolis, and now superintendent emeritus at eighty years of age, is a native of Bangor, Maine, and a graduate of Tufts College. The Minneapolis Journal, September 20, had a full-page account of his personality and professional activities. It is forty-eight years since Dr. Jordan came from the principalship of the Bangor High School to an elementary principalship in Minneapolis. He was superintendent from 1892 to 1914, since which time he has been superintendent emeritus. He is one of the few men in the Northwest who have been president of the Department of Superintendence of the National Education Association.

Belding's Page

Re-Examine That Faith

FAITH in education, like faith in everything else, is undergoing a severe testing in these times. The public witnesses the spectacle of thousands of men and women, recipients of college and graduate school degrees, who are apparently as little in demand as countless others less amply supplied with educational equipment.

The head of a large corporation which is used as a laboratory by an important business school has recently stated that the graduates of that school who are retained by the firm will start at $30 a week. What they will receive eventually will depend upon personal factors as well as upon the readjusted schedule of executives' salaries.

Of course the day when persons having a college or technical school training were the rare exceptions has become a thing of the past. Education has become a fairly common possession. The average adult of the present generation has several years' more of schooling than had the average adult of the last generation. Schooling has ceased to be the coveted mark of distinction it once was. And by the same token, perhaps, the business world is looking behind the badge of scholastic attainment at the person himself.

The old notion that extensive schooling would enable one to make an easier living has been just about exploded—as it needed to be, for it was no proper groundwork for a system of free schools. Can we conceive of the American public supporting secondary schools and, in many instances, universities, for the purpose of giving some people an economic advantage over others?

Deep down in their hearts most educators believe that education pays in the enrichment of life, and in the uplift of civilization, regardless of its direct bearing upon financial success.

Now is the time to rediscover the bedrock bases upon which education really rests. The practical aspects of education change with changing conditions in the commercial, professional and industrial world. Vocational steering becomes increasingly needful and increasingly difficult. But certain fruits of education abide and will continue to abide, even where vocational adaptation has been somewhat bungled. Those fruits of education are spiritual fruits. They are a leavening influence in a nation and a neighborhood that are exceedingly flat cakes.

Advocates of education will still have to proclaim its economic usefulness, and probably more loudly than ever, if they are to win the requisite support for educational projects. Fortunately there is much to be said about the value of schools in creating new demands and better markets, in spite of temporary maladjustments in the business realm.

Inwardly, in the educator's soul, he needs to perceive more clearly than ever before that the commodity in which he deals is more precious than gold or rubies.

Rochester Spirit

SCHOOL employees of Rochester, N. Y., have won fame and favor by offering to work one-tenth of the next school year without pay. That it was not a mere gesture, designed to head off a cut in salaries, is indicated by the statement that the salaries are protected by state law.

No wonder the president of the Board of Education was enthusiastic over this surprise, and declared it one of the finest actions ever taken by any group of persons.

No one wants to have education budgets curtailed. But when a city's revenues are depleted so that school budgets must be cut, teachers do well to face the situation bravely. Most of them would rather get along on a smaller income than have their schools starved for want of needful materials of instruction.

The heroic action of the Rochester teachers was a sequel to the announcement that the board's budget would be short a million dollars in 1932. More than half of that million will come out of the teachers' pockets, if their offer is accepted in full.

Faults of Diction

OUT in Milwaukee the National Council of Teachers of English has been meeting, and listening, among other things, to numerous examples of common errors in the use of the mother tongue.

Common errors of the classroom differ from common errors of supposedly educated men and women. Most of the latter manage to avoid " I ain't " and " He didn't say nothing."

Instead, they mispronounce " inquiry "; they say a thing is the " most unique " or " more unique "; and they proudly affirm: " She wasn't the one *whom* I thought had done it."

Even Homer nods at times. It behooves us to be sympathetic with those who have had but a short time to correct the speech habits they have acquired by imitation.

Anson W. Belding

Associate Editor.

Too Much Emphasis on Remedies

By W. C. McGINNIS

Superintendent, Perth Amboy, New Jersey

> **"Studies and research in diagnosis to find and list difficulties have gone so far in American education as to suggest that some of the time devoted to diagnosis might better have been spent in teaching."**

REMEDIAL teaching following diagnosis of difficulties is a good thing. But we must be careful not to carry the hunting after and listing of difficulties to such an extent that we make diagnosis and corrective teaching ends rather than means to an end. We should not lose sight of the fact that "remedial" carries with itself the implication that previous teaching has not accomplished its purpose. The point is that in our teaching our efforts should be centred on producing such desirable educational outcomes that remedial teaching may be reduced to a minimum. If we fail in that objective, then diagnosis and remedial teaching must be resorted to.

Another thing that we should consider in the matter of diagnosis of the learning difficulties of pupils and the teaching difficulties of teachers is whether all of the difficulties found are important enough to warrant remedial teaching.

Studies and research in diagnosis to find and list difficulties have gone so far in American education as to suggest that some of the time devoted to diagnosis might better have been spent in teaching.

A careful study of current literature on reading shows that the child is being made the subject of laboratory experimentation. His reactions are being studied and tabulated. His interests are not being stimulated. The child is interested in stories. He is not knowingly concerned with methods. "Devices in the teaching of reading" are of little or no interest to him as related to reading. He usually shows an animated interest in and close attention to the "flash card" device, but isn't the reaction due to a desire to get ahead of the other fellow in a game? It isn't reading. It is decidedly doubtful whether time devoted to flash card exercises contributes as much to learning to read as the same amount of time devoted to reading.

Current literature on the subject of beginning reading is full of emphasis on difficulties, seventy being listed in one report. The best way to get children to learn to read is to have them read, and the best things for them to read are stories. Those two facts have long been established.

Part of the difficulty in reaching decisions in administration, supervision, and teaching is due to a tendency to ignore philosophy and to assume that science will answer all our problems. "What shall we do?" in a given situation is a problem in philosophy, not in science, and this is so even if the question has to do with facts represented by scientific objective data. Philosophy examines the facts and all assumptions relating to them.

Facts in shaping thinking and in shaping decisions should not be considered as being independent of everything else. Facts are important only in relation to other things which exist or which we wish to have exist. Here philosophy helps out science.

The idea that all educational problems can be solved scientifically is wrong. The importance of the dictum, "Teachers must think scientifically" is equaled by the suggestion that "Teachers should philosophize." Somehow there has grown up a belief that educational philosophy is something to play with in our leisure time or to "take" for credit towards a higher degree, and that the real business of administration, supervision, and teaching is under the guidance of science. Philosophy and science are not mutually exclusive, and this does not lessen the importance of or necessity for the use of science in educational situations. Science finds the truth (facts), but philosophy tells us what to do when we know the truth. Philosophy knows and science should admit that even scientific facts are not permanent. What is a fact today may be pushed clear out of the picture tomorrow by a new fact. This is especially so in education where facts are represented by objective data because we are not always sure that all data are in, or that the measurements by which they were obtained are wholly reliable and valid.

Taking Discipline for Granted

By FRANCES MARIETTA HUNT

Worcester, Massachusetts

"We, today, manage a balky horse, not by applying the whip and keeping the obnoxious object before him, but by turning his attention in another direction. We lose nothing and gain much by managing dispositions in the same way."

WHEN I thought of applying for a school among the districts of rural Minnesota, I was appropriately forewarned by older brothers who "never waived any of the privileges of primogeniture"—to quote Charles Lamb—that, though I might possibly be able to teach the simple subjects included, I would fail in the all-important quality of being a disciplinarian. The idea of discipline apparently was "laying down the law" for all alike.

With no small degree of trepidation I took a winter school when I was seventeen, held in a room over the village store and post office. There were boys and girls in the room two or three years my senior, but some way, either they did not need discipline, or I was unequal to detecting a cause for restriction. To this day I cannot remember a single instance of insubordination. It may be that the fact that my father was a minister, and had won their respect, made the situation easier; I do not know. But I can say that during the forty-five years of my experience as a teacher, first in rural schools, then in graded schools, and finally during thirty-five years of high school work, the idea of being called a "disciplinarian" never has entered my head. I have had no ambition in that direction. I have liked the boys and girls, and I believe they generally have known it. The "professional" air I never could assume—it was ever obnoxious to me, and my ambitions have been exclusive of that reputation.

But it may not be amiss to recount some examples of crises which are likely to take place in the life of any teacher, and which call for some thought; for the following actual crises did come into my experience.

In rural Utah, where but two years of school had been known for twenty years, I had pupils from four years old to twenty-four; all were eager to learn. It was the day for "speaking pieces." One overgrown boy, who was both sensitive and manly, objected to taking his place on the floor with the boys and girls of lesser years. I couldn't very well excuse Joseph; too many would take a cue from the instance and beg off. I thought of some expedient; it occurred to me to appropriate too short a period for the full exercise, and to have to finish the next morning just before the reading class. Joseph was the best reader in the class. I chose a selection that would fire his ambition to interpret properly. I asked him to stand away from the class before the entire school and read Addison's "Plato—Thou reasonest well," etc., in his best manner. As I imagined, he knew the purpose of the assignment, but his spirit did not rebel, and his self-respect was not endangered by placing him with the "kids." Not long afterward, he told me that he knew perfectly well what he was doing; but with the result that he took pride in preparing the best speech for the later occasions that he could learn.

Somewhat later, in the High School, I had a boy whose interest seemed unrelated to any topic I could assign for compositions. I could see, however, that he was absorbed in something; and finally said to him: "Now, Lucey, I know your mind is somewhere; very likely upon some unusual kind of work; if you will write me a story of what you are doing out of school hours, and make your explanations and descriptions interesting and clear, it will probably pass the mark you need to complete your term's work." By Monday the composition of 800 words was on my desk, and of all the papers handed in Lucey's was the best. After that we had no trouble with compositions from that quarter. Lucey simply wanted a teacher who could find where his mind was fertile. His theme was "Assembling an Automobile from Junk Heaps." It had humor of a rare order, description and exposition in proper relationship.

Another similar example was of two boys who were often absent, and who would never tell why they had to be so; but if asked would look at each other and laugh. Finally I discovered that they were both assistants to the same undertaker. The snows were deep that winter, and many irregular operations called for prolonged absence from school. By a few inquiries I was able to assign such subjects as fitted into their day's idle moments, and both passed with credit; as they might not have done had the regular assignments been insisted upon. Before assigning a subject I promised them that their production would not be read except by the teacher, so they might describe any processes of the trade which appealed to them as offering a subject worth writing about.

Another boy, whose English lagged, was doing wonderful things in athletic practice in preparation for the annual games. I went out to see him vault. The next day I gave him a subject he could discuss; and he said: "You made it possible for my athletics not to break up a happy family by a low grade."

Still another case classed as disciplinary I was able to manage in a friendly fashion, and cement the permanent friendship of the boy. I knew that Thomas B. was a problem; he having no mother, his father worried the more, as an aunt was the referee. Thomas came into class looking pretty much like "a night out." I saw his case called for unusual consideration, and as he dropped his head on the desk, and then raised it to eye me, I surprised him by saying: "Well, I don't feel like much of anything today, and you don't; suppose we take a day off, and begin tomorrow with renewed energy." His will power came uppermost, and never again did I have to call him to account for inattention. Six years afterwards he stopped his car, and introduced me to his wife and mother with the words: "This is the teacher that saved me, mother, by placing herself in my stead. I never forgot it, and was determined to get my diploma after that 'night out' which she forgave so generously."

I was once accused of marking a boy too high in "conduct." He had had good home training, and he afterward brought the card to me with this remark: "Well, if you had written 'Good' I should have said: 'Oh, that's all right! That is good enough,' but since you have written 'Excellent,' I am going to deserve it."

One of the most versatile pupils I ever taught, particularly in English composition, brought in a composition a few days late; as I read along, I was disgusted with the wretched taste of the part, and dropped it into the waste basket. On a second thought, I took it back, re-read it, and said to myself: "Well, this has interest, consistency, relief, and climax; it subscribes to the requirements of a short story. I guess if the boy can write me another story as good, but in better taste, I will give him a mark on this one." I asked him to do that very thing; and right before my eyes he did a much better part; and it was in perfect taste. I then said to him: "Timothy, you could write." He left me with a new idea, and afterwards found work as associate editor of the Pictorial Review, and finally became a regular contributor to the Boston Post. In the meantime he was on the Harvard Crimson, and took his M.A. degree at Harvard. He says that my encouragement that afternoon turned the tide for him. His father and mother have said the same thing (but how near I came to taking the opposite course with dire results).

A boy made a failure of his senior high school English, and all because his "showing-off" tendency antagonized his teacher. I knew the facts. He had been annoyed because he did not make a favorable impression, and had done his very worst; even to wrongly estimating literary characters to annoy the teacher. He said: "Comus is the noblest character ever created by any literary genius." To punish him his diploma was withheld. Afterwards he came to me for two weeks, and I saw at once that the subject matter was perfectly familiar, and with some composition work he got his diploma, and in college made a grade of 95 per cent. all the way through. He is now a lawyer, and a not infrequent contributor to magazines. But the mere fact of disposition on the part of teacher and pupil almost spoiled a career. The teacher was a disciplinarian.

A young girl who had poetic gifts ventured a little rhyme, which she dared to take to her teacher. The teacher remarked sarcastically: "Don't try to write poetry till you can write prose." Without question that teacher was unaware of the fact that poetry is first form of literature in every country, and as the husband of the young lady afterward said: "That teacher spoiled a poet, and discouraged genius." How easy to have done the other thing!

These few instances may help us to discover that Ben Franklin was not unfamiliar with the best way to win over adverse conditions when he said, briefly: "As you go through the world, stoop!" We, today, manage a balky horse, not by applying the whip and keeping the obnoxious object before him, but by turning his attention in another direction, even by lumps of loaf sugar. We lose nothing and gain much by managing dispositions in the same way. The late Dwight Morrow had that rare gift. It is a reason for our remembering him beyond the ordinary that when he crossed the Rio Grande we were at odds with Mexico, when he re-crossed it we were at peace. Knowledge and compromise were Mr. Morrow's effective weapons for the establishment of friendship.

A certain principal said: "I go into rooms where even the stillness is audible; I say nothing, for that is the only way that teacher can hold down her pupils. I go into another room, and there is friendly communication about lessons, some whispering, but I know she can control it. I am not disturbed."

The same thing may be said of different dispositions facing adverse circumstances. Compromise rather than atrophy natural aptitudes for the sake of being called "a good disciplinarian." Perhaps it is better not to know the importance of that term. A good teacher is one who can inspire and lead, not necessarily does the word discipline come into her vocabulary as related to the schoolroom behavior.

Belmont Believes in Playgrounds

By FRANK A. SCOTT

Superintendent, Belmont, Mass.

THE town of Belmont is well named. "Beautiful for situation," it lies among the suburbs of Boston, partly on sloping hills and partly on meadow land rich in fertility.

Formerly a portion of the market garden district of Boston it is near enough to that city to be easily accessible, and well suited to be the dwelling place of persons who carry on business in the metropolis of New England.

It is very fitting that a town so well endowed with natural attractiveness should have been developed by people with an unusual amount of civic pride.

Every activity of the town has received the careful thought and attention of its best trained citizens, men and women prominent in the business and professional life of the metropolitan area.

Several years ago the problem of town zoning was settled. Three-family houses were prohibited. Two-family tenements were allowed in certain districts. Business was limited to portions of the main streets in natural commercial centres with a view to both beauty and utility.

Homes and well-kept grounds of unusual attractiveness are further evidence of the pride of the citizens in their community.

Unsightly spots, such as dumping places for rubbish, are not allowed. Even a request for a permit to build a gas tank in town was refused by the town meeting.

These things would lead us to expect a natural inclination on the part of the people of Belmont to conserve park and playground spaces as a part of the town development.

FOR many years a town field furnished the only plot of land available for the games needing large areas. The rapid growth of the town as a purely residential section aroused the citizens to the danger of the absorption of open play spaces.

In 1922 a beginning was made in the policy of securing school and playground lots reasonably adequate when an eight-acre lot was purchased for the immediate location of a grade school and the future location of a junior high school. Later another lot of three and four-tenths acres was taken for playground purposes. A large clay pit was also secured which is to be filled and beautified, thereby making a park of about twenty-six acres.

These actions called attention to the fact that other school lots were for the most part inadequate, and prepared the minds of the citizens for a further consideration of the need of school and playground areas.

In 1927, therefore, the town meeting voted to have a survey made of the need of school sites. The committee felt that the survey should include a study of playground requirements as well.

The committee recommended the taking of two school sites, one of about six acres, and one of eight acres. The general principle of securing as large school lots as possible led to the taking of additional land adjacent to another school. For playground sites it was recommended that two be taken in different sections of the town, one of about twelve acres, the other of eight acres. The taking of still other sites was recommended at some period in the future.

The whole program of the survey committee was sold to the town meeting members in small precinct meetings where opportunity was given for full and free discussion.

This led to such an understanding of the proposals that the town meeting passed the whole program with only a very brief discussion, and with practically no opposition.

Belmont then had a very comprehensive and complete playground program ready for development.

The land acquired up to date includes thirteen areas varying from about one acre to a little over twenty-six acres, or an average of about seven acres each. A total of almost ninety-three acres out of the twenty-six or twenty-eight hundred acres included in the town's taxable property is set aside for schools, parks and playgrounds. It is likely that ten or fifteen more acres will be taken within the next ten years before the whole scheme is completed.

THESE areas are divided as follows: High School Athletic field, 12.05 acres, Junior High and grade school field, 8.36 acre, four grade school lots varying from about one acre to eight acres, seven other town playgrounds and parks from about three-and-a-half to twenty-six acres in extent.

The only inadequate areas are those adjacent to several of the schools. In most cases other town playgrounds are near enough to the school centres to make good this deficiency.

The plan for administering the playgrounds of Belmont involves the co-operation of two committees, the School Committee and the Playground or Recreation Committee.

Two separate appropriations are voted by the town meeting, one for the use of the School Committee on the school areas, the other for the administration of the playgrounds under the direction of the Playground Commission.

The work is unified by using the same administrative officer for all playgrounds. He is responsible to both the School Committee and the Playground Commission.

The cost and development of the whole playground system has, of course, been a very considerable item in the town budget. Land purchased during the past five or six years has cost from $4,000 to $5,000 per acre.

The development has been carried on year by year at a total cost of $142,228 during the period from 1925 to 1931. This has been at the rate of about $20,000 a year in addition to the maintenance costs.

Considerable savings have, however, been made by placing the work in the hands of the director of playgrounds with the assistance of an engineer. Thus nineteen tennis courts have been built on five playgrounds at a cost of $19,739.37, or at an average cost of $1,096.63, which is very much lower than these courts would have been built by contractors.

The cost of maintaining playgrounds has risen from 43 per cent. per capita of population in 1925 to $2.10 in 1931. The appropriations have increased from $6,615 to $49,360 in the same period.

Similarly the amount of the tax dollar spent for playgrounds has risen from $0.009 to $0.034 during these years.

The citizens of Belmont have indeed been liberal in their support of playgrounds.

Transplanted

By ROBERT CLARK

Dillon, Montana

SHE was a thoughtful gardener, and she showed her plot to me—say, thirty-eight or forty plants arranged so carefully right in a line of several rows, as straight as straight could be. And yet no two of all those plants were similar in kind, no two did ever grow alike, so far as I could find. But this true gardener cared for all—to each gave heart and mind. She said: "They were transplanted here, entrusted to my care, and to neglect a single one I really wouldn't dare; it takes much thought, for some are wild, and others tender, rare. Folks seem to think it matters not the place from whence they come; some say to treat them all alike—the wild ones and the tame; but if they all don't grow alike they'll say I am to blame. Oh, some I tend with greatest ease, the soil in which *they* grow—'environment' we'll say—was fine, as fine as e'er I knew, and to improve *this* type of plants there's little I can do. But others came from different soil; they're stunted from neglect; just sort of ugly, thorny, mean, you hardly could respect. It doesn't need a skillful eye such scragglies to detect. And yet I really must admit my greatest joy I gain from tending such that seems to be transplanted here in vain, then give it every thoughtful care, until it may attain a sturdy growth, attractive self, and blossom forth most fair. I'm sure no other gardener's joys can with this one compare; for after all it is results for which we gardeners care. 'Tis hard to overcome a fault that in such plant appears because of where this plant once grew in even earlier years, but when transplanted in my plot it's worth my pains and tears, my self-denial, constant care when I look to future years and think how scraggly little lives transplanted here for me to try to help will then have grown so straight, and now are free from thorns and meanness—all those faults that once were plain to see.

And so I'm pleased to labor on with little plants so dear and to provide for all the wants of those transplanted here. I'll try my best to help them grow in warmth of constant cheer. I'll nourish them with living truths, and water them each day with mercy, "like the gentle rain," and 'round each one will play the sunbeams of my ardent love. Their lives my care repay."

Undeveloped Markets at Home

Children first is the biggest business in the world. Business men of really large calibre are beginning to see this. There is much concern over the loss of our foreign markets, but the greatest undeveloped markets for America lie within our own household. Half our population has had too little education to lift either its earning or buying power to the civilized level. Give the schools a chance in those sections where they are too poor to be effective — particularly in great rural areas — and higher standards of living are certain to follow.

—Joy Elmer Morgan, editor, Journal of the National Education Association.

Thirty Ways to Improve Teaching

By DANIEL P. EGINTON
Division of Field Service, Connecticut State Board of Education

CREATE, with the group, a classroom atmosphere or environment which is pleasant, comely, stimulating, healthful, and meaningful. Pupils should be encouraged to bring such pictures, antiques, flowers, or articles as will help promote such an atmosphere and also further the development of the activities which are now carried on, or lead to the development of worthy new ones.

2. To the extent that specific rules and regulations are necessary, get the children to draw them up and to accept the responsibility for enforcing them. Before any rules and regulations are adopted they should be thoroughly discussed and self-imposed by the pupils. Be sure to avoid the attitude of being a "boss" and stress the importance of control through democratic co-operation and understanding.

3. Classroom organizations offer excellent opportunities: (a) to handle many details which may profitably be cared for by the class; (b) to train for pupil leadership; and (c) to give citizenship training—gaining a clearer understanding of the nature of privilege and responsibility. In order to take advantage of the splendid opportunities organize every class so that there are officers who have definite authority and who likewise must assume definite responsibility.

4. Co-operate with and keep in close touch with other teachers so that each may profit by the others' experiences, suggestions, and criticisms. There should be many opportunities for intervisitation, conferences, discussions, and working together on committees.

5. Have personal conferences with each pupil as situations emerge which may be used as "leads" to discuss personal problems such as: (a) school work and general conduct of the pupil; (b) social maladjustment in the school or out-of-school environment; (c) possible vocational educational possibilities of the pupil; (d) undesirable idiosyncrasies of pupils which should be avoided.

6. When deficiencies in the pupils' manners, moral training or character are noted take them up directly with the pupil in order to determine the basic causes and to develop a remedial program.

7. Since children are imitative and education is such a personal matter, try continually to meet the ideals and traits of character which are expected of pupils.

8. Solicit the pupils' opinions on all personal or professional questions which they may profitably discuss in order to give them practice in solving real problems. Their opinions should be respected, even though they cannot always be accepted.

9. Help pupils to master the technics, tools, and steps in the use of the scientific method: (a) to observe critically; (b) to formulate a likely solution to a discovered problem; (c) to gather and verify the data that are needed to test the correctness of the "guessed" solution; (d) to test the correctness of the "guessed" solution in the light of the gathered data and experimentation; (e) to interpret results correctly and to draw correct conclusions.

10. In order that pupils may have abundant opportunities to practice choice, self-direction, self-control, leadership, thoughtfulness, creating, etc., give them as much freedom as they demonstrate they can use profitably.

11. Avoid having children work because of artificial, extrinsic motivation—prizes, school marks, and fear of punishment; use genuine intrinsic motivation that comes from challenging and developing the interests of pupils in worthwhile activities which supply their own satisfaction and drive.

12. Stimulate and guide the carrying out of purposeful activities of experiences which develop creative abilities, originality, and self-expression; see that the desirable and valuable idiosyncrasies of pupils are not wiped out in favor of the so-called dull-normal group.

13. Whenever possible and desirable, dramatize activities in order to make the experience more gripping and meaningful. Many historical events, poems, stories, health exercises, and principles of science cannot be understood unless they are made very concrete and personal.

14. When problems or topics are being considered in which other interested members of the school or local community have had an exceptional experience, suggest that the class interview them or invite them to come to the school to discuss aspects of that problem or topic. The experience and opinions of local doctors, lawyers, preachers, politicians, travelers, newspaper men, and engineers often are very valuable to the class.

15. Seek constantly and systematically to discover the genuine and abiding interests of children that these may be expanded into valuable units of work. Leads may be discovered from the (a) kinds of questions asked by pupils; (b) types of books read most often; (c) publications, essays, and stories written by children; (d) incidental conversations; (e) hobbies now followed; (f) answers on interest-finder questionnaires; (g) interests discovered from an enriched curriculum.

16. Capitalize upon the stimulation and pupil interests which grow out of the major current events of local, national, or international significance as often these may be expanded. Such events are: (a) introduction of a new mechanical invention; (b) a natural disaster—flood, earthquake, or hurricane; (c) world fair; (d) meeting of congress, world court, or a disarmament conference; (e) opening up of a new transportation route—via air, water or land; (f) setting of a new record in travel; (g) a new discovery; (h) world tours.

17. Avoid always being the centre of control or of activity. Keep in the background in order to allow children opportunities to make suggestions, to initiate, to plan, to set up standards and goals, to judge their success, and to accept responsibility voluntarily. The test of the teacher is not what she does herself, but what she gets others to do.

18. Take field trips, excursions, or visits as often and to such places as seem desirable, in order (a) to open up or discover new pupil interests; (b) to obtain first-hand information about a specific problem, situation, or institution studied; (c) to obtain general information which will be helpful to pupils; (d) to discover leads for units of work.

19. Co-operate and keep in close contact with the other community educational agencies, especially the home, so that all the pupils' valuable out-of-school experiences may promote a maximum of self-development, integration rather than conflict.

20. In order to develop pupils' interests, give them valuable training in observing and organizing, and to stimulate wide reading interests have them construct or write: (a) illustrative scrapbooks in connection with their activities; (b) historical pictorials or documents; (c) a biography or autobiography; (d) school or class newspapers.

21. Be sure that pupils have many rich co-operative experiences, working in groups which have a common purpose, such as (a) working out a committee report; (b) writing and presenting plays or dramatizations; (c) planning a unit of work; (d) administering a system of student government.

22. Through purposeful activity, endeavor to insure the proper growth of the whole child—physical, mental, social, and emotional sides—and the development of desirable habits, attitudes, appreciation and ideals as well as to acquire abundant information and useful skills. Give tests systematically to determine growth in all of the foregoing.

23. Do not require pupils to practice drills until they have experienced a "felt need" for them and desire to master their deficiency in order to be able to carry out some other desired activity.

24. Try to have every experience in the classroom approximate as nearly as possible a real life situation in which pupils in a democratic community are living so as to insure a maximum of growth and are co-operating and working for mutual advantage.

25. Study each pupil individually in terms of his interests, needs, aptitudes, and abilities, and try to provide the experiences which will be of most value to him.

26. Try to get pupils not merely to know, but to understand, to possess power, to feel, and to be able to think critically and independently.

27. Remember that learning is a dynamic process of progressive integration of meanings, not a passive absorption. Subject matter never can be gotten into the mind of the pupil from without.

28. Help pupils to gain a clearer understanding of American life, especially the need of solving our national problems—ignorance, lack of leadership, graft and corruption in governmental administration, low cultural values, war, disease, unequal distribution of wealth, etc.

29. Avoid indoctrination and bigotry, and insist that pupils gain an appreciation of the need of seeking the truth in controversial questions.

30. Check the pupils' conduct when they are away from the school to see how effectively the things stressed are really becoming a part of them when they play, go to the theatre, at home, etc.

Growing

By Mary Dickerson Bingham

"Mother, do you still grow?"
I let the measuring rod
Slip closer to my child's head—
Three foot two—
"Do I still grow?"
Do I still grow!

This afternoon I suffered
From unkind words,
But smiled.
Last year I would have been
Quite proud
Of making sharp retort.

Last week I set aside
My own desires
For others.
Last year I would have cried:
"I'll have my way;
Let others yield to me."

Last month I found some beauty
In a soul once scorned.
And told it to another.
Do I still grow?
Yes, child,
But, oh! so slowly!

—Nautilus.

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Personal and Professional

ERNEST RUTHERFORD GRAVES, University of North Carolina, was the speaker at the Boston Old South Church Forum on November 29. This is a professional recognition in New England which rarely goes to a college professor nine states away. His subject was "Will the Family Disappear?" This was a characteristic subject for a Boston Forum.

K. R. CURTIS, superintendent, Wilson, North Carolina, promotes the high efficiency of his schools by placing on every teacher's desk every Monday morning a mimeograph copy of a "Monday Morning Tonic."

Every teacher is asked to suggest something attractive, that is of interest to her. Credit is given in the copy as it is used as a "Monday Morning Tonic."

Here is one of the "Tonics":—

"Preparedness on part of the teachers begets preparedness on the part of the pupils. Preparedness tends to:—

"Protect the nerves.
"Preserve the conscience.
"Prolong service.
"Please students, parents, and taxpayers."

T. J. JONES, superintendent of West Allis, Wisconsin, is one of the leaders in creating activities for having better teaching and more growth of the teachers. He has brought his schools into first rank in the nation in every respect. We are interested now in the records he has of every teacher in the system.

More than one subject supervisor has filed a detailed report several times regarding the Teaching Technique, Personal Traits, Room Management, Student Response, Group Response, General Teaching, Efficiency of Every Teacher.

In all there are forty opportunities to express estimates of the efficiency or inefficiency of each teacher.

The assumption is that every teacher can and will learn how to do satisfactory work.

DR. AMOS R. WELLS, editor of Christian Endeavor World for forty years, editor of various series of Sunday School lessons, and author of many of the most important books on the Bible, published by W. A. Wilde Company, Boston, is one of the most voluminous writers for youths and about the reading of youths, and wise parental guidance of children and youth.

Dr. Wells' familiarity with the Bible and the skillful use thereof in the Sunday School and home, by authors, editors, and public speakers, has made him of inestimable service professionally and civically for more than half a century. He is in his seventieth year. His address is Auburndale, Massachusetts.

S. HOWARD CHACE, superintendent, Beverly, Massachusetts, has been executive secretary and treasurer of the New England Superintendents' Association for many years, and is responsible for its famous success. He has made possible excursions to National Education Association winter meetings and occasionally to the summer meetings.

Mr. Chace is a masterful guide in program-making, and an artist as an excursion manager, in railroad and hotel arrangements, and in the adjustments of details for individuals.

HECTOR L. BELISLE, superintendent, Fall River, Massachusetts, elected president of the New England Superintendents' Association on November 13, has been highly efficient professionally for many years, and his academic attainments have kept pace with his administrative achievements. He has been one of the notable leaders in the Massachusetts Schoolmasters' Club.

DR. RUFUS G. RUSSELL of Webster Groves, as superintendent of St. Louis County, Missouri, for fifteen years, following five years as superintendent of Webster Groves of that county, has rendered important professional and official service in that state. We have known Dr. Russell since he was an elementary school teacher in a small city in Ohio, and he has a record of efficiency and reliability of which any one would be proud.

HENRY L. WAHLSTRAND, the Minnesota State director of the National Education Association, has an important civic and professional record as a city high school teacher. He has been a highly efficient member of the Minnesota legislature. This year he had charge of the famous legislative education bill, which is regarded as the most important of public school legislation in Minnesota in many years, and Mr. Wahlstrand is credited with the success of this legislation.

CHANNING FOLSOM, for many years a teacher in Dover, New Hampshire, superintendent of city and state superintendent, is living at Newmarket at ninety years of age. He is in good health. He recently visited Dover, and addressed the pupils of the Sawyer school. It was an interesting event for the city.

Every year Dr. Folsom functions on some occasion in the state. There is no other in New England now available for public addresses who has been as prominent officially and professionally as is Channing Folsom.

BOOK TABLE

TOBY CHIPMUNK. By Margaret J. McElroy and Jessica O. Younge. Cloth. 74 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a beautiful book, and it makes it very clear why some animals cannot stay where winters are cold and why some very small animals and some very big animals can stay in cold climate in the winter. It is an ideal book for primary school classes.

COMENIUS. By M. W. Keatinge, University of California at Los Angeles. Cloth. 255 pages. New York and London: McGraw-Hill Book Company, Inc.

It is of especial interest that an enterprising publishing house is issuing in usable size the educational masters of whom Comenius has always been pre-eminent.

There is so much of professional interest and importance that must be read by students of education to-day that it is too much to expect any one to read exhaustively many of the writings of even as great a creator of education in history as Comenius.

It is unpardonable, however, for any one not to have read as much about Comenius and as much of his famous wisdom as is here skillfully winnowed and artistically presented.

Any reader who has been trained to get the thought and the inspiration of such pages as these can know much of the life and writings of this matchless pioneer in the creation of education without devoting much time thereto.

The author and publishers place the profession under great obligation to them for this service.

There are other kindred volumes in the series.

HAND CRAFT PROJECTS FOR SCHOOL AND HOME SHOPS. By Frank L. Solar, Detroit, Michigan. Book 3. Cloth. New York, Milwaukee, Chicago: The Bruce Publishing Company.

This series of hand craft projects that have no rivals in any respect are inspired by a statement of Roger W. Babson, who is to boy life to-day what Theodore Roosevelt was forty years ago. He says:—

"Give a boy a knife—you do not have to show him how to use it. He instinctively begins to make a bow or an arrow or perhaps something he has never seen. Why? Because in his soul there is an inborn joy in production. The salvation of our industries depends on discovering of something which will revive in man that desire to produce and that joy in production which he instinctively had when he was a small boy."

This third book of the series has seventy-two page plates with more than 500 illustrations, details of what to do and how to do it in making things that are useful, that any boy from six to sixteen will enjoy making.

BOOK OF THE WOODS. By Marianne Gauss. Illustrations and decorations by C. W. Gauss. Cloth. 269 pages. Chicago, San Francisco, New York: Laidlaw Brothers.

The market for instructive books that are irresistibly fascinating is always profitably adequate, and the publishers easily establish a personality for a style of authorship that promises staying qualities.

I would know who published this were it not acknowledged. These sisters have humanized wild life, have classified humanized traits, have dramatized socio-industrial features, characteristics of peace and war, of love and hate.

No love story that plays true to form could have a better plot or a more artistic weaving of the evolution of human culmination of cause and effect than the Gauss sisters produce with coons and chucks, cubs and fawns, spring and autumn, summer and winter.

It will be unpardonable for any child in this crisis of civilization not to be exposed to the joy and intellectual profit of this book.

The books of this class should give the Laidlaw Brothers a Nobel Prize.

DESCRIPTIVE ENGLISH GRAMMAR. By Homer C. House and Susan C. Emolyn Harman, both of the University of Maryland. Cloth. 366 pages. New York: Prentice-Hall, Inc.

The reason which the authors give for their new book on English Grammar is amusing, coming at this time.

It is demanded by the colleges because the grammar of the students who come to college often brings to the college classroom the "braggart jargon of the advertiser and the vaudeville stage."

College students have made vicious definite attacks on the grammar of their instructors, and in this November there has been a widespread discussion by college professors of English as to the use of singular or plural predicate of a sentence used by a nationally famous publication. The college authorities are hopelessly divided on the grammatical situation.

Nevertheless the textbook is a remarkable compilation of opportunities for practice and of creating personal responsibility in the use of an almost infinite variety of grammatical complications.

A PRACTICAL READER FOR ADULTS. By Mason O'Brien and Gertrude O'Brien, both of Springfield, Massachusetts. Illustrated by Marco Sylvester. Book One. Cloth. 137 pages. Book Two. Cloth. 157 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Those two school readers are something new in the school book line. They are extremely practical and are written for men who have not been reading from childhood, but have learned to read because they have wanted to learn practical things such as they learn by reading these books.

Springfield, Massachusetts, has been a leader in interesting men and women in improving opportunities to become more intelligent, better mannered, with the spirit of culture through various influences of adult education.

THE WORLD WE LIVE IN AND HOW IT CAME TO BE. By Gertrude Hartman. New York: The Macmillan Company.

This really wonderful book, published in November, 1931, is beyond anything, at any price, that we have seen, historically, scientifically and artistically in a demonstration that "the earth is the Lord's and the fullness thereof, the world and they that dwell therein. . . . The Heavens declare the glory of God and the firmament showeth his handiwork."

The illustrations alone make this a book without a rival. It is inconceivable that any library that is used by any one who aspires to be intelligent should not have this book and should not have it in use, devotedly, all the time. No language could be too extravagant in commendation of what it is, why it is or the significance of its appearance when the world crisis has made a knowledge of the world an entirely new necessity.

Books Received

"Developing Personality in the Child at School." By Garry Cleveland Myers, Ph. D.—"Building Personalty in Children." By Garry Cleveland Myers. New York: Greenberg.

"Comenius." By M. W. Keatinge.—"Henry Barnard on Education." By John S. Brubacher. New York City: McGraw Hill Book Company.

"The High Road of Singing." By Robert Foresman.

"Toby Chipmunk." By Margaret J. McElroy and Jessica Younge.

"Hand Craft Projects." By Frank R. Solar. New York City: Bruce Publishing Company.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

This Question of Correlation

IT IS CUSTOMARY in most arm-chair philosophies dealing with this subject of character development, to consider in great detail and at great length, the question of academic correlation of the character-training work with the other subjects in the school course. This is perfectly natural and inevitable, and, in a very great sense, correct. From the standpoint of theory very little objection can be raised against it, but like most armchair philosophies, the breakdown comes in that great and final chapter which is never written, bearing its chapter head, We Now Tell You How To Do It.

It is rather discouraging, after wading through a book which exhibits the greatest of care and research, to find at the end that this important chapter has been omitted. There is a reason, however, for the omission. The armchair philosophers would, without question, write the chapter if they knew how.

It is perfectly apparent that every bit of subject matter in any course of study is or should be of character training value. As a matter of fact every bit of subject matter *is* of character-training value—if properly presented.

Some one has said that "character training aims should be very vividly in the *mind* of the teacher, but never in the *eyes* of the children." This expresses what I mean.

In order to make headway in the brief space allotted to me for this conference, I shall summarize some of the various elements that should contribute towards making any lesson of value in character training.

(1) It should be devoid of counteracting emotional elements. If fear, hatred, unwillingness, laziness, stubbornness, or rebellion has a place in it, it not only has no character training values, but will rather operate in the contrary way.

(2) It should contain emotional elements that are of value such as interest, joy in work, sympathetic understanding, willingness to please, desire for success, etc. Number one and two largely depend upon the teacher's technique. She may come in with a bad headache or a grouch on the world, but if she has the right technique and the right attitude towards her work she will induce proper mental attitudes on the part of the children.

(3) The lesson should lean towards the positive side of life. Whether in history or geography or science the attention of the child should be attracted towards the beautiful, upbuilding interests that are always found below the surface in every movement in which life has part. Here is the teacher's chance in geography and history to break down the spirit of intolerance, racial animosity, and inflated sense of racial superiority. No lesson, for instance, dealing with a foreign country, should pass without some vital expression of regard for the sterling qualities of the people involved.

(4) Children are interested in children, and it would be better were our history and geography lessons carried on around childhood motives and pretty largely in interesting story form. Question any adult today as to his memory of lessons taught him in the long ago, and you will find that only those things remain which had a human bearing of some sort or other. I would suggest, for instance, in geography, that where possible, the lesson be preceded by a human interest story dealing with the region under study for the purpose of establishing a nucleus of life interest around which can be gathered the elements that we desire to teach. Consider in this connection the following story as a basis for a teaching lesson on the Canary Islands.

THE SKY FLOWERS OF LITTLE BELLA

From The Egan Monthly Service in Character Training. Copyright.

(A Legend of the Canary Islands)

THE Canary Islands are full of quaint places and quaint people, beautiful flowers and butterflies, and birds that sing with a sweetness found no where else on earth.

Little Bella lived in the Canary Island group, close to the queer, but beautiful, town of La Lagima. Little Bella was very religious, as well as very beautiful both in face and spirit. She never woke from her night's sleep without giving thanks to God, and before every meal she bowed her head in prayer.

The great feast of Corpus Christi was approaching, the beautiful day of days when the narrow streets all through La Lagima would be paved and carpeted with flowers.

Like every other child, Little Bella wished to do her part and thus share in the joyous spirit that rose and blossomed with the flowers.

Across the narrow street old mother Parez toiled early and late over her carnations. Her blazing and crimson petals were to form the border for the carpet that was to spread itself before the old stone cathedral.

Below, a little distance, in a garden that clung to the edge of a cliff, Padro, the crippled one, tended his pure white roses, whose petals were destined to form two huge crosses in the pattern of the Holy Brothers at the monastery on the hill.

From one to the other went Little Bella, helping here and helping there, inwardly mourning because she had no garden of her own.

One day as Little Bella tended her goats, they led her up a steep bank, under an arch of rock, into a little valley which she had never seen before. Little Bella gasped at what she saw. The floor of the valley, tiny as it was, was filled with the blue of the mountain harebells. Thousands and thousands of them just coming into glorious bud, promising a harvest of bloom as beautiful as the sky above.

After quickly herding her goats away from the lovely plants, Little Bella ran from clump to clump, fondling the wind-tossed buds as though they had been the heads of children.

"At last," cried Little Bella, "I have a garden of my very own. Every day I shall come here and weed and water and dig, and then, when the feast comes, my blue petals will become the sky, the very sky itself, in which the great dandelion sun shall come to bless the city, in the flower carpet to be laid before the very door of the old church.

The days passed. Under the loving care of Little Bella the harebells burst into purple bloom.

"Tomorrow," cried Little Bella, "tomorrow, I shall harvest them and perhaps—who knows, the artists may let me place my own petals in the great moulds."

In order that her flowers might be unfaded Little Bella delayed her trip to her secret valley until noon. When she did climb up to the steep entrance with her wicker basket on her back, she found that she had come too late. Another had garnered every blossom in the little valley. Only the broken stems remained to tell her of what had been.

Little Bella wept, then flinging her basket from her, she ran down into the village. From door to door she slipped like a brown shadow, peering here and peering there, until at last, in the courtyard of Imanuel, she found what she sought. There, piled deftly, one on the other, were six bushels filled to the brim with sky blue bells.

With a bitter cry of disappointment Little Bella began pulling down the baskets, scattering the petals on the stone floor.

"He shall not have them," she panted. "Imanuel has *stolen* them from me. I cared for them. I——."

"Dear, dear," said a gentle voice at her shoulder. "What is this I see Bella do?"

Little Bella turned. Angry no longer, she would have crawled out of sight, if she could. There, tall and straight, looking down on her, as though from a steeple top, stood Padre Josef, the good one, the holy one, whom all the children loved.

When the Padre had heard the broken story of blasted hopes which Little Bella poured out to him, he smiled and stroked her raven-black hair.

"Let us think," he said, "about the noble rug of flowers, and about the blue sky in it, and about the golden dandelion sun. Because you weeded and watered and pruned, these baskets are filled to the very brim with sky-blue petals. From you they have come, Little Bella, even though they did not arrive here in your basket. When you see the blue sky, growing and growing out of these flowers, deep in your heart you will know how you have shared in the noble deed. None can take *that* from you, and Little Bella, to *know* one has shared in the noble deed is greater joy than to have *others* know it."

Little Bella nodded her head and wiped her eyes. The good Padre lifted his hand and beckoned to a boy who stood hidden by a huge pillar of stone.

"Come here, Imanuel," he said. "Come! Take the hand of Little Bella and say something to her."

"You and I shall carry the baskets to the artists," said Imanuel. "I did not know the bells belonged to you. My father owns the little valley in the hills, and each year I have picked the blue flowers there, but this year they were larger and more beautiful than ever before."

Little Bella reached out her hand and smiled, and as the two ran off to pick up the petals scattered in Little Bella's wrath, the old Padre raised his hands and asked a blessing for them both.

Discussion—Consider the words of the old Padre; are they true?

Is there an inner satisfaction that comes to one who has shared in a good deed? What civic enterprise is going on about you? None? That is strange. Every city is struggling to make itself beautiful, perhaps a tree newly planted or a morning glory vine or a newly painted fence will help.

Every community is trying to keep itself clean. Perhaps an orderly backyard will help or a clean walk.

Every community is trying to keep itself well. Perhaps seeing that you are not a source of contagion will help.

Every community is trying to keep itself honest. Perhaps honesty in the little things of life will help.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC — Eastern Standard Time

Monday, December 28

4.30 P. M. National Student Federation of America Program.

10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, December 29

7.30 P. M. Kaltenborn Edits the News.

10.00 P. M. Minneapolis Symphony Orchestra, Eugene Ormandy conducting.

Wednesday, December 30

11.15 A. M. Musical Alphabet.

6.00 P. M. "Bill Schudt's Going to Press."

10.30 P. M. Howard Barlow and the Columbia Symphony Orchestra.

10.45 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Thursday, December 31

7.30 P M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

Friday, January 1

3.45 P. M. Columbia Educational Features.

8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.

Saturday, January 2

10.00 A. M. Jewish Art Program.

7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.

10.00 P. M. National Radio Forum from Washington, D. C.

National Network

Key Stations WEAF and WJZ — Eastern Standard Time

Monday, December 28

9.00 A. M. Le Trio Charmante, direction of George Dilworth (WEAF).

10.00 A. M. U. S. Navy Band (WJZ).

2.00 P. M. Health Talks (WEAF).

2.30 P. M. Current Events, Blake Ozias, authority on international relations (WJZ).

3.00 P. M. U. S. Marine Band (WJZ)

4.00 P. M. Be Emily Posted, Mrs. Emily Post (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

8.00 P. M. Dramatic Sketches, events in American history (WEAF).

8.30 P. M. Death Valley Days (WJZ).

9.30 P. M. Parade of the States, Erno Rapee's orchestra (WEAF).

Tuesday, December 29

9.00 A. M. Morning Glee Club, directed by Keith McLeod (WEAF).

10.00 A. M. High School Band and Orchestra, U. S. Marine Band under the direction of Captain Taylor Branson (WJZ).

11.00 A. M. "Your Child," by Dr. Ella Oppenheimer of the U. S. Department of Labor (WEAF).

2.45 P. M. Personality in Business, Talks by O. G. Van Campen, who has trained the personnel of large organizations in the development of a pleasing personality in business (WEAF).

3.00 P. M. Music in the Air (WJZ).

4.00 P. M. Magic of Speech, Vida R. Sutton (WEAF).

4.30 P. M. Spotlights in Drama and Literature, by Montrose J. Moses (WJZ).

6.45 P. M. Topics in Brief, by Lowell Thomas (WJZ).

7.45 P. M. Back of the News, William Hard (WJZ).

9.30 P. M. Great Personalities, by Frazier Hunt; also symphonic program (WJZ).

Wednesday, December 30

9.00 A. M. Morning Glee Club (WEAF).

3.15 P. M. International Current Events, Wing Lock Wei, "The Chinese Situation" (WJZ).

4.30 P. M. Eastman School Chamber Music String Quartette (WJZ).

6.00 P. M. Music Treasure Box, Pierre V. R. Key, operatic stars (WJZ).

6.45 P. M. Topics in Brief, by Lowell Thomas (WJZ).

10.00 P. M. Rochester Civic Orchestra, directed by Guy Fraser Harrison (WJZ).

Thursday, December 31

9.00 A. M. Morning Glee Club (WEAF).

2.45 P. M. Vocational Guidance Series, Dr. John H. Finley, Associate Editor of the N. Y. Times, "Opportunities in Journalism."

4.15 P. M. U. S. Navy Band (WJZ).

4.20 P. M. Talk from London, (WEAF).

5.00 P. M. The Jungle Man, Carveth Wells (WEAF).

6.30 P. M. The World Today, by James G. McDonald (WEAF).

6.45 P. M. Topics in Brief, by Lowell Thomas (WJZ).

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

8.00 P. M. Dixie Spirituals, from Richmond, Virginia (WJZ).

Programs for Friday, January 1, and Saturday, January 2, were not available when this issue went to press.

NEWS OF EDUCATION

Nation Lacks 7,500 Trained Teachers

Shortage of Good Instructors Despite 27,500 Oversupply of the Officially Licensed; Higher Standards Sought

WASHINGTON.—Despite an oversupply of about 27,500 licensed teachers there exists throughout the country an actual shortage of 7,500 well-trained instructors, according to a survey of "Teacher Demand and Supply," made public by the National Education Association.

The annual demand in the United States is for 110,000 to 120,000 new teachers.

The survey covered the entire nation, although detailed figures were obtained from only thirty-three states. As measures to deal with the paradoxical problem, the association urged continuous nation-wide surveys of conditions and close co-operation between state officials, Federal officers of education and teachers' groups to raise the standards of qualification and to effect a better distribution of good instructors.

Twenty-four of the states reporting declared that they had in 1930 a surplus of 31,736 teachers, licensed but unable to find positions. An aggregate of 4,250 teachers was reported by a small group of states.

A census of teachers possessing what is regarded as "minimum preparation" disclosed an entirely different situation. A "trained teacher" was defined by the association as follows:—

"A teacher has met the minimum training when he has completed two or more years of specified preparation in an institution supported or approved by the state for teacher-training purposes."

In this category eighteen of the thirty-three states showed a shortage of 17,185 of the more competent and better prepared instructors and the rest of the group reported a surplus of 9,737 teachers. The latter figure represents those of the 27,500 surplus teachers who are considered to be well trained.

A comparison of the shortage and surplus of the better class of teachers yields a net shortage of 7,448.

"There is a difference between having too many people with licenses to teach and having an oversupply of persons with adequate professional training," the association's report declares. "There is the problem of distributing the trained teachers out in communities where they are needed. This is complicated by economic, social and psychological factors."

The last available national figure of the total number of teaching positions, 822,000, covers the academic years from 1926 to 1928 and represented an increase over the preceding two-year period of 26,000 posts.

Vocational Teachers Needed in California

SAN FRANCISCO. — Vocational teaching has been unaffected by the depression, in fact the unemployment situation has created more jobs in this profession than there are men to fill them, according to Benjamin E. Mallary, lecturer for the Division of Vocational Education of the University of California. Evening schools of the San Francisco Bay region are calling for more trade teachers than the university can supply. Because of this need, the Division of Vocational Education is starting an evening course for the training of competent trade and industrial men and women for positions as teachers of vocational classes.

Growing Interest In Adult Education

ANN ARBOR, Mich.—As a further recognition of the spread of adult education and as a means of widening its contacts with the public at large, the University of Michigan has just appointed a "vice-president in charge of university relations," whose task will be to centralize all requests for outside aid made upon the university and help in meeting them so far as the university's resources allow. Dr. James D. Bruce, formerly director of post-graduate medicine, has assumed the office. "Various professions are asking for post-graduate instruction," President Alexander G. Ruthven said in explaining the decision, "many welfare organizations and other agencies are increasingly seeking guidance and assistance. If the citizens of the state are coming to appreciate education as a continuing process, we should welcome opportunities to serve them."

Students to Aid Their Fellows

BOSTON.—Students are not only helping themselves through college during the depression, but at one university, at least—Boston—they are helping to help others. A campaign has just commenced there to have each of the 13,000 students contribute ten cents each to a fund which will be used to make emergency loans. Students who find themselves hard pressed or who are suddenly cut off from all sources of income are to be helped, the loans being limited to about $25 at most, but offered at a rate of three per cent. a year. Pressing cases of need have been frequent on the campus this year, according to T. Everett Fairchild, assistant to the president. One law student lived for fifteen days at twenty-five cents a day, until he at length found work, during which time he lost eight pounds, and a girl was discovered who was without a place to sleep for the night.

Urges Schooling All Year Around

ST. PAUL, Minn.—Public schools should be operated the full year around without the usual three or four months' idleness in the summertime, according to Dr. Charles H. Mayo, surgeon, of Rochester, Minnesota. "We need to revamp some of our ideas on education," Dr. Mayo said. "We let our public schools stand idle approximately four months out of the year. They should be operated the year round, with part of the pupils and teachers taking vacations at separate times. Schools should be operated to allow students whose mental development is rapid to go ahead. I have seen six children in a room holding back the rest and the teacher devoting most of her time to the backward pupils. The brighter ones should be allowed to go ahead and the others have an opportunity to develop their natural talents. They may not be able to master the dead languages, but still may develop into leaders of men."

Pupils Build School Library

SHORT HILLS, N. J.—A new library building was opened recently by the children at Buxton Country Day School here with considerable ceremony and jubilation. For this library, eighteen by twenty-four feet in size, is the children's own creation, from the first plans to the last trim. The original motive for the inception of the building last spring was to provide an outlet for the desire for something vital on the part of the junior high school boys.

NOISE HAMPERS

"Virtually Useless" Rooms Found in Schools

NEW YORK.—In almost one-third of the public schools of this city some classrooms are made almost useless by noise, the Noise Abatement Commission reported in a survey made public by Edward F. Brown, director of the commission. In forty-four per cent of the schools noise interferes appreciably with the work and thus retards the development of pupils, the commission reports. It estimates that the future prospects of 477,400 children are injured by noise. As in its survey of hospitals, the commission finds that trucks are the gravest offenders.

The survey, made by James Flexner, executive secretary of the commission, embraced the 846 public schools and annexes of the city, having a valuation of approximately $500,000,000. Full replies were received from 793 schools and annexes.

Repeated interruption of classroom work—sometimes as often as twelve or fifteen times in a period; diminished concentration on the part of the pupils, nervous strain upon both pupils and teachers, tending to produce irritability, loss of voice from shouting and nervous breakdowns, are among the specific ills attributed to noise in the vicinity of public schools. The commission estimates the value of the public school property seriously damaged by noise at $150,000,000, and the upkeep, including teachers' salaries, at $43,901,400 yearly.

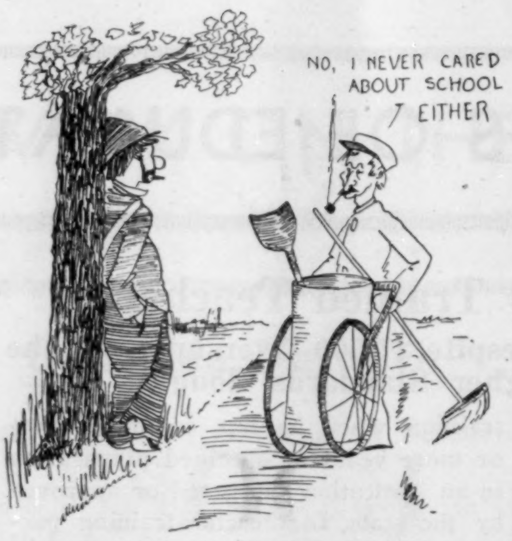
The principals, who made out the replies, reported traffic as the most important of the "vital noises," and trucks as the most troublesome element in traffic. Unnecessary blowing of horns, peddlers, street cars, elevated trains and subways were counted the next most serious offenders, in that order.

Marital State of Junior College Instructors

WASHINGTON.—Four of every five of the men instructors in both public and private junior colleges are married, and four of five of the female instructors are single, according to the Federal Office of Education. The majority of all engaged in junior college instruction, public and private, are married. There is slight difference in percentage for the two types of institutions. Divorces and second marriages are negligible. The number of widowers and widows is extremely small, probably due in large measure to age of the instructors as a group, says the office.

Foreign Letters Not For Chinese Athletes

SHANGHAI.—Chinese students and athletes have been forbidden to wear foreign characters or numerals on their caps, sweaters or other articles of wearing apparel. The Nanking Ministry of Education, in a circular order to all the schools and colleges of the country, declared that the use of foreign characters and Roman numerals "is a practice which is a disgrace to the country." The students, says the order, are "the future pillars of the country," and they must, therefore, set a patriotic example by public devotion to the Chinese script.



A PUPIL'S VIEWPOINT

Drawn by a High School Art Student in a project sponsored by the Division of Publications of the National Education Association.

Says Colleges Losing Place in Education

NEW YORK.—A declaration that colleges were passing from the educational system of the United States, because of the lessened emphasis upon religious instruction, was voiced recently by Charles Francis Potter in an address before the First Humanist Society of New York. Because colleges were originally designed to prepare young men for the ministry they had in a sense become out of place in the present, when educational emphasis fell more upon professional and scientific subjects, Mr. Potter asserted. "It is perfectly evident to those familiar with educational trends that the college as we have known it in America for the past two centuries is due to change radically in the next decade and will probably eventually disappear," he said. "It will be squeezed out between the secondary or high schools and the professional schools. There is strong pressure at both ends."

Fraternity to Foster High School Journalism

HASTINGS, Neb. — A fraternity, Gamma Tau Delta, has been organized by two Hastings newspaper men to promote improvement in high school journalism throughout the country. Jack Bisco and Fritz Daly of the tribune staff organized the society, with the purpose of rewarding high school publications for merit by presenting suggestions for betterment and making possible a medium of exchange of experiences and ideas.

HELP FROM TEACHERS

Will Work Free One-Tenth of School Year

ROCHESTER, N. Y.—Voluntarily offering to aid the Board of Education to meet a $1,080,000 budget cut while preserving educational standards in Rochester public schools, 3,000 teachers, office workers and board staff employees pledged themselves to work ten per cent. of their time free of charge at the end of the calendar year 1932.

The action, which is equivalent of a gift of $585,000 to the Board of Education, was unanimously adopted by members of the Rochester Teachers' Association, sponsor of the movement. The proposal was placed before teachers board employees individually after a committee appointed by Miss Mary A. Sheehan of the association had studied means of relieving the board's financial stress. The action took the board and city officials by surprise, since teachers' salaries are protected under the State Educational law.

On learning of this action, Mrs. H. G. Danforth, president of the Board of Education, said:—

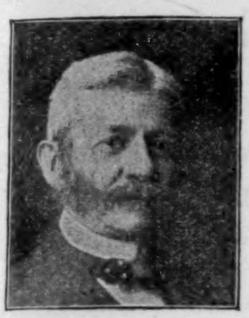
"This is the most magnanimous and wonderful exhibition of public spirit on the part of a group of people that I have ever known."

The resolution reads:—

"We, the undersigned members of the Rochester Teachers' Association, hereby agree to serve in our respective positions without remuneration for a period of not to exceed ten per cent. of the next school year, such free service to be given at the end of the calendar year 1932, and as may be later found necessary to guarantee such contribution to the public school system, and we further agree to effect every possible economy within our control to support the Superintendent of Schools and the Board of Education in maintaining educational service at the highest level under these trying conditions."

Way to Make A Child "Good"

NEW YORK.—Repression has its uses, according to Dr. Rollo G. Reynolds, principal of Horace Mann School, even though so much emphasis has been laid in recent years on the dangers of its misuses. The discipline imposed from without for the welfare of the group is necessary, he said in a speech at the symposium on concepts of discipline held by the Child Study Association of America. But he urged an effort to develop the discipline which is imposed from within. As the means, for both parents and schools, he suggested that the effort should be to set up situations for the child in which "being good" would seem desirable and yield positive satisfaction to him.



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Colorado University Has Many Earners

BOULDER, Colo.—A fifth of the students at the University of Colorado are holding jobs this fall to help pay their educational expenses, university statistics reveal. Others have obtained loans. The latter method, Dean Harry G. Carlson said, has been unusually popular. There have been twice as many student loans this year as last, he said. More than 500 men are working. Fifty-eight women earn part of their expenses. Of these, forty-five work for board and room, ten in university offices, three as library assistants.

Health Teaching Needed in Schools

WASHINGTON.—There has been an awakening to the needs for health teaching in secondary schools, where, largely on account of college requirements of other subjects and lack of recognition of physiology and hygiene as subjects for entrance credit, health instruction has been very much neglected, a bulletin of the Federal Office of Education reports. "In California the State University has amended its regulations so that physiology is now recognized as a third or fourth year science for entrance credit," it says. "In Pennsylvania, high schools, to be accredited, must present a course in health education concerning all years of study. The State Department has prepared a course of study for health instruction organized on a six-year basis. The National Tuberculosis Association has made investigation as to the health needs of high schools and, through its field agents, is promoting work in these institutions. These agents found a general complaint from high school students that home study is a factor in preventing an early bedtime and adequate rest. The Tuberculosis Association has issued a publication on the importance of rest and sleep, but for those pupils who have insufficient time or right conditions for either it will be of little use. The Department of Education of the city of New York has reorganized its scheme of hygiene and physical education. It has prepared a new course of study in health education and has added a staff of thirty-six special health education teachers besides the director and assistant directors in this field. In addition, each elementary and junior high school will have at least two or three health counselors who will aid in the advancement of the health education program in their respective schools."

"Merchant of Venice" Barred From Buffalo Schools

BUFFALO, N. Y.—The Buffalo Board of Education has voted to discontinue the use of Shakespeare's "Merchant of Venice" in the public schools of this city, effective January 1, 1932. The action was taken after Rabbi Israel Efros of Temple Bethel had explained to the board the attitude of Jewish people toward the play. He declared the play was an affront to his race, and that the character of "Shylock" was not the result of a personal observation on the part of Shakespeare.

Worm Is Turned By Foreigners

LONDON.—"Worm" is the most difficult word in the English language for foreigners to pronounce, in the opinion of linguistic experts in the service of the British Broadcasting Systems. In a series of elaborate tests nine students of different nationalities were asked to repeat the sentence, "It's the early bird that gets the worm." A Parisian girl rendered it thus: "It's le airly baird that gets le wairm." A Hungarian fared even worse: "Itze orly bord zt gets ze warm," said he.

Bicentennial Program

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Penny a Meal For the Jobless

NEW YORK.—The Undergraduate Association of Barnard College, which recently started a penny-a-meal student tax to raise a college fund to be devoted to unemployment relief, wrote recently to Mrs. August Belmont, chairman of the women's committee of the Emergency Unemployment Relief Committee, urging that the same policy be adopted by the restaurants in New York City. "When one considers how many people patronize restaurants in the city, for regular meals and after the theatre, it does seem as if a considerable amount could be raised by merely placing boxes on the cashiers' desks, as a reminder of the unemployment drive," the letter said. "A penny a meal could scarcely overtax any one and could add up to a large sum."

Jersey Boards Assail School Salary Cuts

TRENTON, N. J.—Declaring he voiced the opinion of the executive committee of the organization, Edward Kilpatrick, president of the State Federation of District Boards of Education, made a plea for retention of the salaries of school teachers at their present levels. There are reports, he said, that one or more measures to reduce salaries would be introduced at the coming session of the Legislature. The organization's members were asked to seek the defeat of such bills. Mr. Kilpatrick declared a majority of the teachers were aware of the economic situation and would be content with their present compensation, but that it would be unwise to make cuts and create a dissatisfied teaching force.

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Grins Between Grinds

Double Check

A dusky soldier had pleaded in vain for a two-day furlough, saying he wanted to go home to help his wife move. The captain had said he disliked to refuse him, but had received a letter from his wife, saying 'Rastus was a pest at moving time, and asking that he be not permitted to come. 'Rastus saluted and left with the remark: "Sho is two people 'roun' heah date am pow'ful careless wid de truth, and I's one of 'em. I ain't even married."

Only One Purpose

Sam and Rastus were discussing politics. Rastus was a rabid partisan of the incumbent.

"Well," said Sam, "Ah like him all right, Ah guess; but his platform ain't no good."

"Platfo'm!" snorted Rastus. "Platfo'm! Say, don't you know dat a political platform is jes' like a platfo'm on one o' dese yere street cahs—hit ain't meant to stan' on; hit's jes' meant to git in on!"

Sad Moment

Tears were streaming down the movie actress's face. Reverses had come— she was in a pawnshop. Slowly, silently she drew from her pocket a little package, and laid it down on the counter before the eyes of the hardened pawnbroker.

"How much?" she asked, and wiped her eyes with a tiny handkerchief.

She was pawning her six wedding rings.

His Only Difficulty

The man who was driving a large car found his path obstructed by a small auto. He put on speed to try to pass it, but the driver of the small car did likewise and for many miles the two raced side by side. Suddenly the driver of the small car leaned out:—

"Say," he said, "do you know anything about these cars?"

"No. What's the trouble?" asked the other.

"I can't shift the thing into high speed."

Filial Duty

"Did you give the penny to the monkey, dear?"

"Yes, mamma."

"And what did the monkey do with it?"

"He gave it to his father, who played the organ."

Muckraking the Proverbs

New York Sun

In one of its weekly competitions the Week-End Review offered a prize for the best list of twelve pairs of English proverbs that are flatly contradictory of each other. The winning list shows pretty clearly that almost any course of action and almost any policy of inaction can be justified by proverbial wisdom:—

Many hands make light work. Too many cooks spoil the broth.

If the mountain won't come to Mohammed, Mohammed must go to the mountain. Everything comes to him who waits.

Look before you leap. He who hesitates is lost.

Absence makes the heart grow fonder. Out of sight, out of mind.

Happy the wooing that's not long a doing. Marry in haste, repent at leisure.

Where there's a will there's a way. You can lead a horse to water, but you can't make him drink.

Enough is as good as a feast. You can't have too much of a good thing.

One man's meat is another man's poison. What's sauce for the goose is sauce for the gander.

Discretion is the better part of valor. Faint heart ne'er won fair lady.

There's safety in numbers. Between two stools you fall to the ground.

Take care of the pence and the pounds will take care of themselves. Penny wise, pound foolish.

Fine feathers make fine birds. You can't make a silk purse out of a sow's ear.

Nothing but the limitation of the lists to a dozen pairs of proverbs kept the competitors from citing innumerable contradictions in the body of proverbial wisdom.

The Seven Mistakes of Man

1. The delusion that individual advancement is made by crushing others down. 2. The tendency to worry about things that cannot be changed or corrected. 3. Insisting that a thing is impossible because we ourselves cannot accomplish it. 4. Refusing to set aside trivial preferences, in order that important things may be accomplished. 5. Neglecting development and refinement of the mind and not acquiring the habit of reading and study. 6. Attempting to compel other persons to believe and live as we do. 7. The failure to establish the habit of saving money.

—Exchange.

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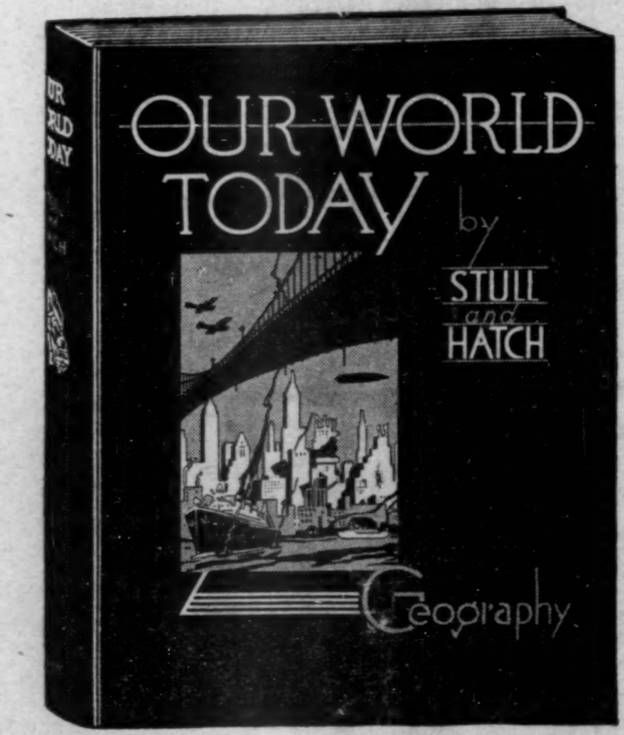

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